



# LanguageUK Safeguarding for U18 and Vulnerable Adults



# A Duty of Care

- LanguageUK provides a safe environment for its learners, staff, and visitors.
- LanguageUK has a duty of care to safeguard the wellbeing of all children and vulnerable adults in its care. Each child has the right to protection from abuse, regardless of gender, ethnicity, disability, sexuality or belief, and the school will consider the needs of disabled children and others who may be particularly vulnerable.
- LanguageUK will ensure the safety and protection of all children and vulnerable adults enrolled on its programmes through adherence to the Safeguarding Guidelines adopted by the school.

It is our condition that all staff are all trained to a level appropriate to their safeguarding responsibilities.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who encounters children, and their families has a role to play in identifying concerns, sharing information, and taking prompt action.

The school considers maintaining a safe and supportive environment for all its students to be of paramount importance and to adopt a culture of vigilance.

# A Duty of Care

**LanguageUK has a duty of care** to all its students, especially the under-18s. English law states that those who work with children must keep them safe. The safeguarding legislation is set out in the 1989 and 2004 Children's Acts, and the Safeguarding Vulnerable Groups Act 2006. It also features in the United Nations Convention on the Rights of a Child, which sets out the rights of children to be free from abuse. The UK government has also issued two guidance papers.

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

and Keeping Children Safe in Education (KCSIE) September 2020

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

# Terminology

A **child** is defined by the Children Act 1989 as a person under the age of 18 – also referred to in this document as ‘U18 students.

An **adult** is a person aged 18 years or over.

An **adult at risk (vulnerable)** is an adult experiencing, or at risk of, abuse or neglect and is unable to protect themselves because of their care and support needs.

## **SEND (Special Educational Needs and Disability)**

Some children and young people may require more help to learn and develop than children and young people of the same age. If this is the case, they may be classed as having special educational needs (SEN) so they can get extra support. This could include anything from more accessible information to one-to-one support at LanguageUK.

Some children and young people with SEN may also have a disability which does not affect their ability to learn but might stop them from being able to do certain day-to-day things.

**Child protection** -protecting children from abuse.

**A duty of care** is a legal responsibility on adults to look after the children they work with, either as professionals or volunteers. Children depend on adults for their safety and wellbeing.

**Disclosure** refers to the act of telling others about abuse a person has been subjected to.

**Concern** is anything that causes us to suspect that a child’s safety and welfare might be compromised in some way.

**Allegation** refers to an accusation that a person or persons have harmed a child in some way.

# Terminology

**Prevent** – an important tool in safeguarding learners, is a government strategy to reduce the likelihood of people becoming involved in violent extremism and/or in supporting terrorism. It applies to all forms of extremism, including racism, far-right ideology, religious extremism or homophobia.

**Safeguarding** is an umbrella term which in this context means ‘looking after’.

An individual’s **welfare** refers to their physical and mental health, and their sense of happiness.

A **Designated Specialist Safeguarding Lead (DSL)** is the person or persons who have the overall responsibility for all matters of safeguarding at the school and are involved with any major decisions concerning safeguarding.

An **Advanced Designated Staff** are the members of the school staff who look after all day-to-day matters concerning safeguarding.

**DBS** is the acronym used for the **Disclosure and Barring Service**. The DBS is a governmental body that was established in 2012 through the Protection of Freedoms Act. It was the merger of two former organisations, the CRB and the ISA.

**Enhanced checks** are extended to taxi drivers who assist us in delivering students, Homestay hosts and all full- and part-time staff.

**Enhanced with list checks** – as above but also include the **Disclosure & Barring Service (DBS)** barred lists. The DBS maintains a ‘barred lists’ of individuals who are unsuitable to work with children and vulnerable adults.

# Terminology

**DASH** is short for domestic abuse, stalking and harassment and 'honour' based violence.

**Prevent duty** is a requirement defined by the Counterterrorism & Security Act 2015 on schools (as well as other relevant organisations) to minimise support for terrorism and extremism among students. 'Prevent' refers to all ages, not just the U18s.

**Radicalisation** is the act of making a person more sympathetic and supportive of extreme or fundamental changes in political, economic, or social conditions.

**Extremism** is the holding of extreme political or religious views that support the denial of rights to any group of individuals. Such extremism might be expressed vocally and promote active opposition to 'core British values'. Extremism can refer to a range of activities, such as racism, homophobia, right-wing ideology, or hard-line religious views.

**GDPR** stands for the General Data Protection Regulation. This is an EU regulation and law on data protection and privacy for all individuals within the EU and EEA.

**LSAB** stands for the Local Safeguarding Adults Board, which is a statutory, multi-organisation partnership committee. This committee gives strategic leadership for adult safeguarding and is coordinated by the local authority.

**MASH** stands for Multi-Agency Safeguarding Hub. This service is made up of Police, Adult Services, NHS, and other organisations. MASH helps agencies to act quickly in a coordinated and consistent way. This means that the person at risk is kept safe.

# Terminology

**Significant harm** refers to any ill-treatment (including sexual abuse and forms of ill-treatment which are not physical), that has resulted in the impairment of physical, intellectual, emotional, social, or behavioural development.

**Vital interest** permits sharing of information where it is crucial to prevent harm or distress or in life-threatening situations and is used under the Data Protection Act 1998.

**Wilful neglect or ill treatment** refers to the intentional, deliberate, or reckless omission or failure of a person who fails to carry out an act of care for a person who does not have the capacity to care for themselves.

**Community Safety Partnership** a tactical forum that brings agencies and communities together so that they can tackle crime within their communities. This partnership is comprised of local authorities such as Police and Fire and Rescue.

**Core British values** are democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

**Section 17** children in need.

**Section 47** child at risk or significant harm

# Policies & Documents

Associated Policies and Documents can be found on our website, BreathHR and in hard copy in the office at the school.

- [ADMISSIONS POLICY](#)
- [ATTENDANCE POLICY](#)
- [ONLINE SAFETY \(E-SAFETY\)](#)
- [BULLYING, ABUSIVE BEHAVIOUR, HARASSMENT & VICTIMISATION POLICY](#)
- [CODE OF CONDUCT FOR TEACHING AND NON-TEACHING STAFF](#)
- [COMPLAINTS](#)
- [APPEALS POLICY](#)
- [CONTINUING PROFESSIONAL DEVELOPMENT \(CPD\)](#)
- [EQUALITY & DIVERSITY POLICY](#)
- [LEARNING DIFFICULTIES AND DISABILITY POLICY](#)
- [EMERGENCY ACTION PLAN](#)
- [FIRE SAFETY AND EVACUATION POLICY](#)
- [LOCK DOWN POLICY AND PROCEDURES](#)
- [MENTAL HEALTH POLICY](#)
- [PREVENT POLICY](#)
- [MALPRACTICE AND MALADMINISTRATION POLICY](#)
- [PASTORAL CARE POLICY 2020](#)
- [CODE OF CONDUCT FOR TEACHERS AND STAFF ONLINE AT LANGUAGEUK](#)
- [ONLINE SAFETY POLICY 2020](#)



# Responsibilities

**Everyone who meets children /adults at risk and their families has a role to play in safeguarding.** All staff and homestay providers have a responsibility to identify people who may need extra help or who are suffering, or are likely to suffer, significant harm. All staff and homestay providers then have a responsibility to take appropriate action as LanguageUK policy to support working with other services if needed.

**The welfare and safety of young people and adults at risk however are the responsibility of all LanguageUK staff and ANY concern for a child/adult at risk welfare MUST be reported to the DSL.**

**To protect confidentiality, safeguarding information about individual children/Adults at risk is shared on a need-to-know basis only.**

# Abuse



**Physical** is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.



**Emotional** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

# Abuse



**Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

**Typical symptoms of neglect or abuse:**

- Sleeping problems
- Withdrawn, disruptive, neurotic, or aggressive behaviour
- Absence from school
- Changes to eating patterns
- Being clingy with staff
- Homesickness
- Lack of hygiene
- A desire not to return home
- Signs of self-harming
- Unexplained bruises

# Definition of Child Sexual Exploitation – CSE – and Child Criminal Exploitation - CCE

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, the power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Child sexual exploitation does not always involve physical contact and may only occur online.

## **Some of the following can be indicators of CCE:**

...children who

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs and alcohol
- go missing for periods of time or regularly come home late
- regularly miss school or education or do not take part in education.

## **The above CCE indicators can also be indicators of CSE, as can:**

...children who

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections or become pregnant

# Financial Abuse

The Care Act 2014 describes 'financial abuse' as a type of abuse which includes having money or other property stolen, being defrauded, being put under pressure in relation to money or other property and having money or other property misused.

What financial abuse looks like can vary which can make it difficult to detect and identify. As the Care Act 2014 definition shows, financial abuse can be concerning money, property or belongings.

## **Financial abuse might look like:**

- Borrowing money and not giving it back
- Stealing money or belongings
- Taking pension payments or other benefit away from someone
- Taking money as payment for coming to visit or spending time together
- Forcing someone to sell their home or assets without consent
- Tricking someone into bad investments
- Forcing someone to make changes in wills, property or inheritance



# Financial Abuse

## Signs of financial abuse

If suspect that you, or someone you know might be a victim of financial abuse, here are some of the behaviours and signs that might suggest financial abuse could be happening:

- Unexplained money loss
- Lack of money to pay for essentials such as rent, bills and food
- Inability to access or check bank accounts and bank balance
- Changes or deterioration in standards of living e.g. not having items or things they would usually have
- Unusual or inappropriate purchases in bank statements
- Isolation and withdrawal from friends and family
- Lack of things you'd expect someone to be able to afford e.g. TV, grooming items, clothing

**Psychological-** abuse involves the regular and deliberate use of a range of words and non-physical actions used with the purpose to manipulate, hurt, weaken or frighten a person mentally and emotionally; and/or distort, confuse or influence a person's thoughts and actions within their everyday lives, changing their sense ...

# Abuse

**Discriminatory** — Discrimination is **abuse that focuses on a difference or perceived difference**. This may involve race, gender, disability, or any of the protected characteristics of the Equality Act. Examples of discriminatory abuse might involve harassment, slurs, or similar treatment based on the difference or perceived difference

**Domestic Abuse** - The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

**Modern Slavery**- Modern slavery is **the illegal exploitation of people for personal or commercial gain**. It covers a wide range of abuse and exploitation including sexual exploitation, domestic servitude, forced labour, criminal exploitation and organ harvesting.

# Abuse

**Female genital mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

**Forced Marriage** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. ELT Schools can play an important role in safeguarding children from forced marriage.



# Abuse

**Online abuse** is **any type of abuse that happens on the internet**. It can happen across any device that's connected to the web, like computers, tablets and mobile phones. And it can happen anywhere online, including: social media. text messages and messaging apps.

**Sexting or youth produced sexual imagery**-the action or practice of sending sexually explicit photographs or messages via mobile phone. "older teens are more likely to engage in sexting than their younger counterparts"

## Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. Peer on peer abuse can take, different forms such as

- bullying (including cyberbullying)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

# Abuse

So-called '**honour-based' abuse** (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

**County lines** is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

# Prevent

The prevention of radicalisation and extremism at the school falls under the Safeguarding against Any Other Vulnerability category. All staff are expected to remain vigilant to the threat of potential radicalisation and to uphold and promote equality and individual liberty, as well as respect

**Extremism** is defined as the vocal or active opposition to our fundamental human values of democracy, the rule of law, individual liberty, and mutual respect for the rule of law. Children are vulnerable to extremist ideology and radicalisation. and tolerance of different faiths and beliefs.

**Radicalisation** is defined as the act or process of encouraging extremist views or actions in others, including those which could lead to terrorism.

## **Staff have a duty to report:**

- Graffiti symbols, writing or artwork promoting extremist views
- Where students have accessed extremist material online/through social media
- Where students voice opinions drawn from extremist ideologies
- Where individuals have tried to impose extremist views or practices on others
- Where individuals have expressed anti-western or anti-British views
- Suspicious changes of behaviour, friendships, and actions

Please see our Prevent policy for more details.

# Grooming & Exploitation

**Upskirting** - The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

**Grooming** is when someone builds a relationship, trust and emotional connection with a child or young person so they can manipulate, exploit and abuse them. Children and young people who are groomed can be sexually abused, exploited or trafficked. Anybody can be a groomer, no matter their age, gender or race.

**D** rug/alcohol use

**A** bsent/missing

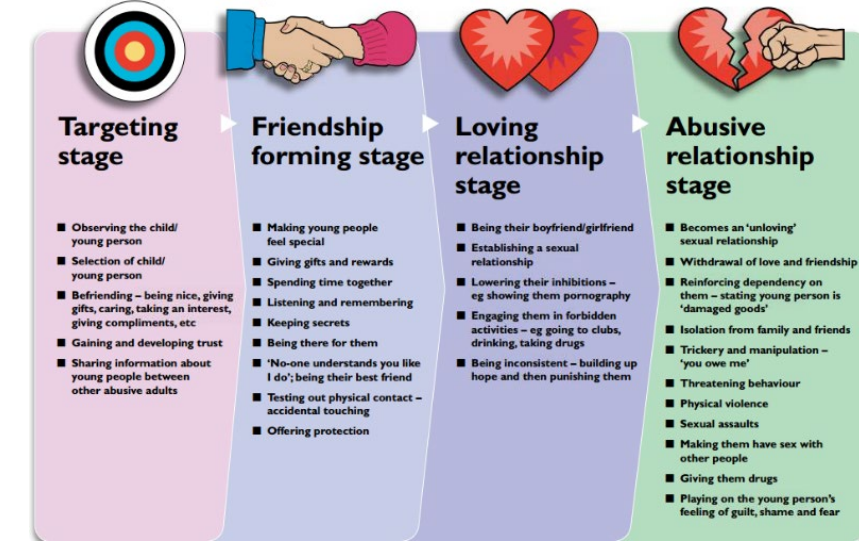
**N** ew appearance

**G** irl/boyfriend (older)

**E** ngagement

**R** eceiving gifts

## The grooming line



# E-safety

## 10 INTERNET SAFETY TIPS FOR TEACHERS

- 1** Don't allow possible problems stop you from **making the most** of technology.
- 2** Be aware of your employer's internet use **guidelines or policies**.
- 3** Develop and publicise **internet use policies** for your staff, students, and families.
- 4** Discuss internet safety with your students **regularly** and **authentically**.
- 5** Be a digital citizenship **role model** including in areas such as research, etiquette, & copyright.
- 6** Take time to find out how students are using the internet **outside of class**.
- 7** Encourage students and parents to **talk** to you if there is a concern about internet safety.
- 8** Use **sensible** email addresses & usernames. Use **privacy** settings & strong **passwords**.
- 9** Don't **put anything online** you wouldn't want your colleagues, family, & friends to see.
- 10** Carefully consider if you want to **connect** with students or parents on **social media**.

**BE SMART ONLINE** 

**S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe. 

**M MEET** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) 

**A ACCEPTING** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you. 

**R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found. 

**T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline - 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk) 

**BE SMART WITH A HEART** Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online. 

[WWW.CHILDNET.COM](http://WWW.CHILDNET.COM)

- To educate all students about being safe on-line.
- To provide an environment in which students are protected from exposure to illegal, offensive, or otherwise inappropriate material online.
- To ensure the security of LanguageUK computer and network systems.

# E-safety

## E safety awareness:

For general e-safety awareness use an age-appropriate video; there are many available online, for example, <https://learnenglishteens.britishcouncil.org/uk-now/video-uk/online-safety-tipsraising>

Or access advice from the NSPCC and O<sub>2</sub> <https://www.net-aware.org.uk/online-safety-lockdown/>

## Exposure to pornographic or violent material

Inappropriate content does not have to be intentionally sourced. Often U18 will stumble across it by chance; disguised under seemingly innocent attachments, or even circulated on leading social media sites. The most concerning material includes:

- Extreme or abusive pornography
- Excessive violence or explicit physical attacks
- Hateful material expressing racist, sexist, homophobic or transphobic opinion
- Harmful advice encouraging eating disorders, self-harm, or suicide





# Mental Health Students

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated Specialist safeguarding lead.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

**Here is a list of numbers locally to help our students if they have a risk of mental health concerns and even more so due to the pandemic.**

## **Kent Together**

A **24-hour helpline** has been set up to support vulnerable people in Kent who need urgent help, supplies or medication: **phone line 03000 41 92 92** or [www.kent.gov.uk/KentTogether](http://www.kent.gov.uk/KentTogether)

## **Need help in a mental health crisis or emergency during COVID-19?**

- Call the **24-hour helpline** on **0300 222 0123** if you need urgent mental health support, advice, and guidance
- Call **0800 107 0160** to release the pressure if you are feeling stressed
- Text " Kent" to **85258** for **24-hour** mental health crisis support via text from trained volunteers
- **Under 18s:** call the **24-hour** Single Point of Access on **0300 123 4496** (select option one, then option three)

# Shout

Shout is the UK's first **24/7 text service**, **free** on all major mobile networks, for anyone in crisis anytime, anywhere. It is a place to go if you are struggling to cope and you need immediate help.

Shout is a national charity powered by a team of volunteers, who are at the heart of the service. They take people from crisis to calm every single day.

**This service is for all age groups.**

Support is now available simply by texting the word “**Kent**” or the word “**Medway**” to **85258**.

- 24/7 text service
- Support to take you from a hot moment to feeling calmer
- A safe space where you are listened to by a trained Crisis Volunteer
- Our service is based on a tried and tested model of crisis support
- Shout Clinical Supervisors work alongside our Volunteers and monitor conversations 24/7
- An anonymous, free conversation that will not show on your phone bill
- Professional support creating a simple plan of action to manage your crisis
- You can read more about the service on

<https://www.giveusashout.org/>



# Policy & Procedures

- **Recognise**  
Signs, symptoms and indicators
- **Respond**  
Effectively and appropriately
- **Record**  
Information and share
- **THE Golden Rule**  
Listen, Explain, never promise confidentiality  
(keeping secrets)

## Why should you share your concerns?

Trust your Professional Instincts

A child's safety and life may be at risk

Always share your concerns and seek  
advice

Record your concerns

It is your responsibility – Don't think 'what if I am wrong?'  
Think

**'What if I am Right?'**

# Respond

## Do

- Listen
- Clarify if necessary
- Stay calm and reassure
- Make accurate notes using the young person own words
- Inform you DSL
- Tell the young person you will need to share what they have told them
- Tell them it's not their fault.

## Don't

- Ask leading questions or interrogate
- Use your own words to describe events
- Investigate or confront the people involved
- Judge or comment on what the young person says
- Promise confidentiality
- Delay reporting the concern

# Record

**Accurate recording is essential. Information should be:**

- **Clearly and legibly documented**
- **Dated and signed**
- **Supported by chronology of event (if appropriate)**
- **Relate to a body map (if appropriate)**
- **Stored securely**
- **Regularly updated**
- **Documented on LanguageUK Safeguarding referral forms**

## **Keeping Records and Information Sharing**

**Records of concerns, allegations and disclosures will be kept in a secure file to which only the Safeguarding Team and if necessary, outside agencies such as Kent Safeguarding Board or the police have access. Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for all staff to recognise the importance of information sharing between practitioners and local agencies.**

## **Reporting concerns to LanguageUK**

**In the first instance contact LanguageUK Specialist DSL Verity Sessions if she is not available Kasia Malkowska directly without delay to share your concerns, providing the information you have accurately recorded in the words of the young person.**

**The DSL will decide if a referral to Children Social Care is required and will follow up with Kent Local Authority.**

# Record

| What to Do   | What Not to Do   |
|--|--|
| Stay calm.   | Do not panic.<br>Do not over-react.<br>It is unlikely that the alleged victim is in immediate danger.  |
| Listen and be child focused.   | Do not probe for more information or ask leading questions.<br>Questioning the participant may affect how the disclosure is received later.                                      |
| Give the person the chance to say what they want to say.<br>Use TED to help you:<br>Tell me<br>Explain to me<br>Describe to me                                 | Do not assume, do not paraphrase, and do not offer alternative explanations.   |
| Reassure them that they have done the right thing by telling you.<br>Explain that you will need to inform your line manager to provide the best possible help. | Do not promise to keep secrets or that everything will be OK.<br>You cannot guarantee this.  |
| Act immediately in accordance with the procedure in this policy.   | Do not wait or try to deal with it yourself.<br>Listen and refer.  |
| Record in writing exactly what the student said as soon as possible.   | Do not make negative comments about the alleged abuser.<br>Do not 'gossip' with colleagues about what has been said to you.<br>Do not make a child repeat a story unnecessarily. |

Referral not required pastoral support with safeguarding leads and leaders

Staff have concerns about a child and take immediate action.  
Staff follow their child safeguarding policy and speak to a designated specialist or advanced specialist in safeguarding.

Immediate danger urgent response.  
Designated lead makes a referral to Kent social services, Kent safeguarding Board, LADO, or the police.

# Emergencies

## What to do in an emergency

In the unlikely event that you cannot reach Verity or Kasia and you have concerns a child or vulnerable adult is at **Immediate risk of significant harm** you must call 101 for advice or 999 if an emergency.

Verity Sessions

[verity@languageuk.com](mailto:verity@languageuk.com)

07956992354

Kasia Malkowska

[kmalkowska@languageuk.com](mailto:kmalkowska@languageuk.com)



# Procedures for Allegations

LanguageUK will deal with allegations quickly, providing effective protection for the child and support for the subject of the allegations.

The following procedures will be followed if there is Information which indicates an adult may have:

- behaved in a way that has/may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child in such a way that indicates s/he would pose a risk of harm if working closely or regularly with a child

## **Procedure for Allegations against Members of Staff / Supply Staff:**

- Make sure the child is not in immediate danger
- Inform the designated safeguarding lead and the Vice Principle
- Ensure a written record is made by the person making allegation
- Do not talk to anyone else about the matter
- The DSL contacts Kent Safeguarding Board for guidance before informing the accused person

The Safeguarding Team will follow guidance from Kent safeguarding Board, such as:

- What immediate action should be taken to protect student
- When and what parents should be told
- What should be said to the person facing the allegation and should s/he be suspended
- Suspension is not an automatic response and will be considered where students are at risk of serious harm, or the concern is so serious that it would result in immediate dismissal
- LanguageUK will provide a named contact for anyone suspended, and will inform the accused of the reason for suspension within one day
- We will refer any adult allegation to LADO if needed to determine a suitable outcome.

If an allegation of abuse is made against a member of staff, a referral is to be made to the County LADO service within 24 hours. **This referral and or contact with the LADO service must take place prior to any form of investigation being undertaken by the school or service and before the member of staff is made aware of the allegation.** Any allegation against an employee should lead to careful consideration of the possibility of abuse and of a referral being made of any concerns to the statutory agencies if it is considered that the harm threshold has been reached and a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against or related to a child

or

- behaved towards a child or children in a way that indicates s/he poses a risk of harm if they work regularly or closely with children.
- if safe / appropriate, try to return child to normal routine

While weighing the factors as to whether suspension is necessary, available alternatives to suspension should be considered. This may be achieved by:

- leave of absence
- undertaking different duties which do not involve direct contact with the individual child or other children
- providing a classroom assistant or other colleague to be present throughout contact time

If the member of staff is not based in a school, then an alternative may be to undertake:

- office duty
- non-contact tasks only

# Underpinning Principles

- The welfare of the child is paramount
- Staff should understand their responsibilities to safeguard and promote the welfare of pupil
- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions
- Staff should work, and be seen to work, in an open and transparent way
- Staff should acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- Staff should discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief, and sexual orientation
- Staff should not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for children
- Staff should be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure & Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

# Data Protection

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

## Do

- Report us the facts
- Use the initials of the young person on your correspondence
- Rely on your listening skills rather than make copious amount of notes and risk losing them or others reading them

## Don't

- Leave information accessible to others, emails open, documents available to others and not locked away



# Escalation

If you do not agree with a decision about how a safeguarding concern is being handled or how an agency is working with a child / young person/vulnerable adult, you must speak up.

# Summary

- It is not your responsibility to determine whether abuse is taking place; your responsibility lies in reporting concerns to LanguageUK
- You cannot keep concerns or disclosures to yourself
- Remember the golden rule and the Three R's' – Recognise, Respond and Report

LanguageUK is committed to:

- Ensure all staff are aware of the issues involving U18 students
- Advising students to stay safe online
- All students

Read and understand our Safeguarding [Policy for Under-18 Students & Adults at Risk 2020/2021](#)

This policy is being continually updated when required and you will be notified of any changes on BreathHR

If in any doubt, please contact Verity.

Don't panic- safeguarding concerns in the ELT sector are relatively rare, and we will help you throughout.

**Thank you, Verity**

# Useful Websites & Numbers

**Kent Safeguarding Board** on the phone number **0300 042 1126 260**,  
Sessions House, County Hall, Maidstone ME14 1XQ  
or their website: [www.kscb.org.uk](https://www.kscmp.org.uk/) <https://www.kscmp.org.uk/>

**Early Help Front Door** on the phone number **03000 41 11 11**

*Out of hours (after 5pm / urgent calls only) please call 03000 41 91 91, [Canterbury](#) 03000 41 62 22 or email to: [CanterburyEarlyHelp@kent.gov.uk](mailto:CanterburyEarlyHelp@kent.gov.uk)*

**County Local Authority Designated Officer (LADO) Service** deals with allegations against staff who work with children either in education or the wider children's workforce:

**T: 03000 41 08 88 Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) Contact Name: Ali Watling**

Postal address: County LADO Manager, County LADO Service, Kroner House-Eurogate Business Park, Ashford, Kent TN24 8XU

KELSI Online Resource for Kent Schools [www.kelsi.org.uk](http://www.kelsi.org.uk)

The **Police** on **111** or, for emergencies, **999**.

**Canterbury Police Station** on **01622 690690**

# Useful Websites & Numbers

**NSPCC - National Society for the Prevention of Cruelty to Children** - on the phone number

0808 800 5000, their website: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/> or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Reporting on-line:

If you have fallen victim to **cybercrime**, click on the link below to be redirected to the reporting website of your country.

Reporting mechanisms vary from one country to another. In Member States which do not have a dedicated online option in place, you are advised to go to your local police station to lodge a complaint. If you need to report any abuse or concerns, please contact our Designated Safety lead on [verity@languageuk.co.uk](mailto:verity@languageuk.co.uk)

<https://www.europol.europa.eu/report-a-crime/report-cybercrime-online>

<https://www.saferinternet.org.uk/advice-centre/need-help>

<https://report.iwf.org.uk/en/>

<https://www.gov.uk/report-terrorism>

<https://www.report-it.org.uk/>

# Useful Websites & Numbers

Safe Network [www.safenetwork.org.uk](http://www.safenetwork.org.uk)

SAFE [www.safestories.org](http://www.safestories.org)

Childline [www.childline.org.uk](http://www.childline.org.uk)

Child Exploitation and online protection Centre [www.ceop.police.uk](http://www.ceop.police.uk)

Children's commissioner/NCA [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

e-safety for teenager [www.internetmatters.org/advice/14plus](http://www.internetmatters.org/advice/14plus)

Barnardo's [www.barnardos.org.uk](http://www.barnardos.org.uk)

PACE [www.paceuk.info](http://www.paceuk.info)